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Does Environmental Wastes Cause of Whole Illness: The Believes & Attitudes

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Abstract
The According to WHO, 24% of the morbidity burden (healthy life years lost) and 23% of all deaths (premature mortality) are caused by environmental factors. In children aged 0-14 years, 36% of deaths are caused by environmental factors. Although environmental issues are being extensively discussed today at global level, their effect on health is still not sufficiently taken into account. A large fraction of the world's illness and death is attributable to communicable diseases. In addition to having proper resources and facilities, hygiene practices are heavily influenced by students' knowledge and attitudes towards hygiene. In developing countries where acute respiratory and intestinal infections are the primary causes of morbidity and mortality among young children. In this study did cover shorty secondary pupils' basic knowledge environmental waste & illness relationship.
Keywords: environmental issues, waste management, illness, believes

1. Introduction

The most urgent issues feature climate change, the non-sustainable management of water resources, known to be of insufficient quantity and quality in developing countries, the need to develop large-scale sanitation networks, and management of all types of waste that pollutes water, air, but also food. A direct relationship between responsible attitudes and behaviours, while intuitively appealing, is far from clearly established. Environmental terminology as understood by people at large may differ markedly from the way in which those terms are used by environmental scientists (Ackermann et al., 2002).

Schools are possibly better vehicles for environmental awareness than are universities as environmental issues are more readily incorporated across school curricula. In the Turkey primary school curriculum followed by all public and most private schools, freshwater pollution, plant habitats and soil degradation, pollution, pesticide use, and natural reserves.

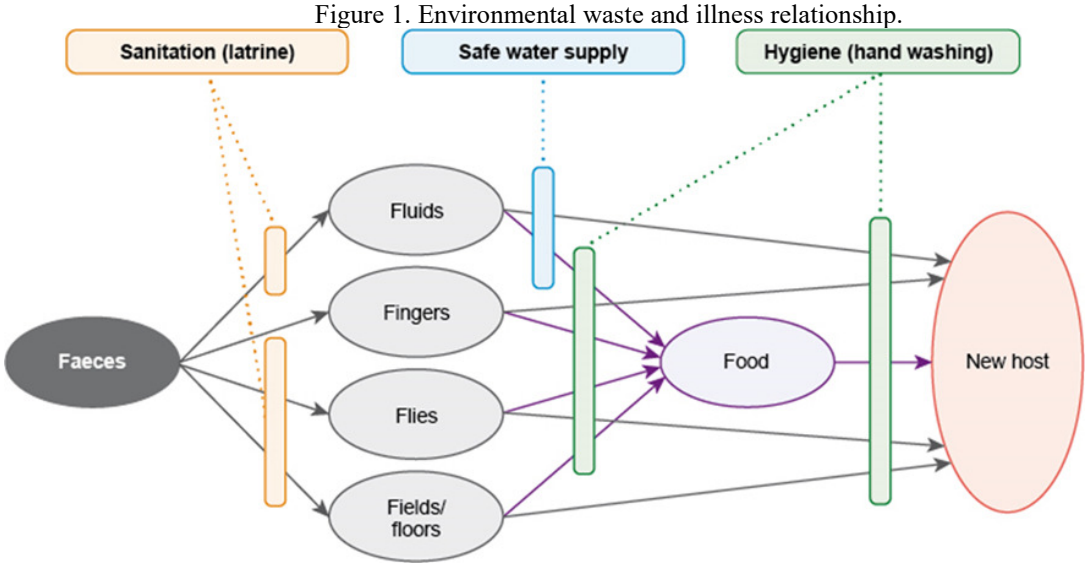
People who may be passionately committed to the well-being of the environment often do so on the basis of an empathy with nature and may exhibit poor scientific knowledge bases about environmental issues (Harris & Jonathan, 2002). Gender, age and socioeconomic status function as sources of variation for environmental attitudes (Pellow, 2002). Schooling, even at primary level, can play a significant role in the formation of environmental attitudes. Teachers are accordingly instrumental factors in the formation of these attitudes (Marella-Fressch, 2001).

2. Results & Discussion

Schooling, even at primary level, can play a significant role in the formation of environmental attitudes. Teachers are accordingly instrumental factors in the formation of these attitudes (Marella-Fressch, 2001).

Teaching about the nature, origin and solution of air pollution problems, waste products are done in many core subjects in schools–general studies in primary school, geography, integrated science. The scientific approach is used for examining the nature and environmental effects of various air pollutants, and the depletion of the ozone layer in relation to the production of chlorofluorocarbons through human activities. Large numbers of publicity programs for the general public and extra-curricular activities for students at all academic levels are also run every year. Figure 1 show environmental waste and illness relationship.

Figure 1. Environmental waste and illness relationship.

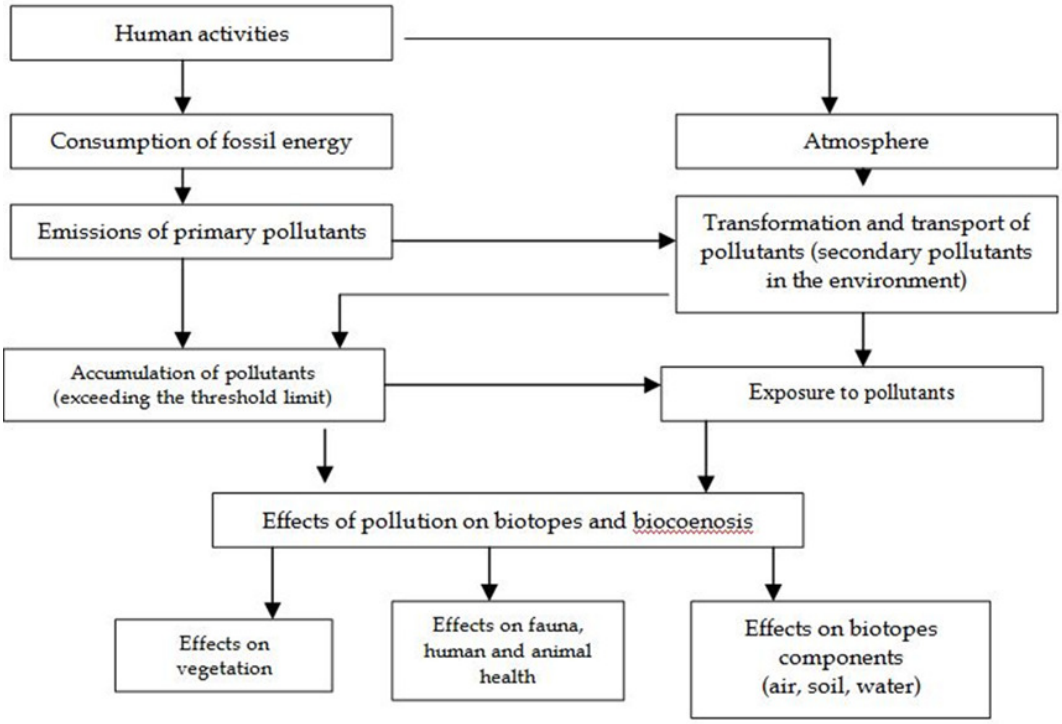


For the teachers of such issues, an appreciation of students' preconceptions and misconceptions in the cognitive domain is useful, so that they can customise/optimise their teaching strategies to reinforce the former and challenge the latter. Furthermore students' understanding of the environmental and health consequences of air pollution should help promote classroom discussion, both to engage the students' interest, and also as a bridge to more curriculum-based science. Their beliefs in this area are compatible with medical evidence.

Fewer, although still about half (49%), appreciated that air pollution might lead to heart problems what kind of action should be taken (education, obligation, taxation, legislation – four possibilities) and by whom ('me and my friends', 'everyone', 'companies that run factories' – three possibilities). Engendering a sense of obligation was seen as being highly acceptable in school students (86%), the public (91%) and manufacturers (90%).

The responses to the three items about more education on air pollution were similar, with a high proportion of students feeling that there should be more education about air pollution in all spheres – for themselves (85%), the general population (86%) and manufacturing companies (88%).There are a number of reasons why the science of air might be difficult for students. Despite this, even the younger students in the present group were aware that air contained oxygen, to the extent that most of the youngest students and a third of the oldest erroneously believed it to be the most common gas. Figure 2 shows environmental wastes, pollution and their ecological effect.

Figure 2. Environmental wastes, pollution and their ecological effects.



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